

EDULIA: English Education, Linguistic and Art Journal
 Volume 1, Nomor 2, Januari-Juni 2021
 e-ISSN: 2746-1556
 p-ISSN: 2746-1564



THE EFFECT OF PROJECT BASED LEARNING (PBL) IN WRITING SKILL

Indah Rahmalia¹, Sawitri Utari²
 Sekolah Tinggi Keguruan dan Ilmu Pendidikan-Abdi Pendidikan Payakumbuh^{1,2}
 rahmaliabayu1@gmail.com¹

ABSTRACT

This study aimed to determine whether writing using the Project Based Learning (PBL) method is effective for students or not. This research is experimental. The population in this study was 62 first-grade students of SMA N 1 Kec. Lareh Sago Halaban in 2017/2018 Academic year. The sample was selected using the cluster random sampling technique. Class X IPA 2 as an experiment was taught using the Project Based Learning (PBL) method, and class X IPA 4 as a control using ordinary teaching. The research instrument was a written test. Then, this instrument can be trusted because it uses inter-rater reliability. To analyze the students' test scores, the formula was used by Sudijono. To determine whether the Project Based Learning method is effective or not in teaching writing, the test scores were tested using the t-test formula to answer the hypothesis. The results showed that t-count < t-table (-0.93 < 2,000). In conclusion, there is no significant effect of teaching writing. It can be concluded that the PBL method is not effective in teaching writing.

Keywords: Project Based Learning (PBL) Method, Teaching Writing, Writing

INTRODUCTION

Writing is produce something in written form so that people can read, perform or use it. We must use good vocabulary, grammar, comprehension, mechanics, and fluency in doing the writing. The five elements above are taught by the teacher while teaching writing—one important skill found in English. Caswell and Mahler (2004) state that writing is the vehicle for communication and a skill mandated in all support aspects. So, writing was one of the primary means of communication intended to support all aspects of communication. Based on the explanation above, the researcher can conclude that writing was one way of communicating with others, in which process and product meetings. The process was a way to get ideas and supporters to be understood by the reader, while the product was the result of the process read by the reader.

Teaching writing is the activity between the teacher and students to make the students able to write in English well. It includes like how good grammar, vocabulary, and correct mechanics. To be creative and interactive in teaching, the teacher should use reasonable methods to make the teaching process go well. Teachers have to be innovative and interactive, but students should also understand the information provided by the teacher in learning English.

According to Hasibuan (2016) states that teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written text similar to those an educated person would be expected to be able to make in their language. This means, teaching writing was to teach the students to had the ability and skilled in hade various texts used their language. So, in teaching English writing to students, we develop their existing writing skills, such as developing their

knowledge of language and learning styles by reinforcing it.

From the definition above it, it can be concluded that teaching writing is a process undertaken by teachers to students in developing their thought patterns in written form so that they can express their thoughts by using their own words. There are many procedures in teaching writing. According to Nunan (2005), there are some procedures in teaching writing; there are the following, First, prewrite in this critical first step, children are allowed to prepare to write and collect their thoughts and ideas. If done correctly, it can ease children into writing without any hesitation or worry. In prewrite, the students can see their minds quickly.

Second, Write Children to write down all of their ideas. They do not worry about or correctness or even the other. The objective is to get the ideas on paper as quickly as possible. That is, the child will be easier to write something to remove the concept or their opinion. Third, Revise The initial piece of writing is examined and reworked so that the ideas as logical and flow together. In revising, students can correct their mistakes and make them better. Fourth, Edit Learners (with the help of their teachers, caregivers, or classmates) proofread their work to make sure that there are not any content errors or grammatical or spelling errors. In this process, a teacher can correct back the students writing to ascertain whether the text is perfect or not. Fifth, Publish The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and or on a computer so that it can be displayed or shared. That is papers that had been in correction, then in writing his that can be read by many people, one of them in paste on madding school.

Based on the explanation above, there are many teaching writing processes, such as Prewrite, Write, Revise, Edit, Publish. They can improve students' ability in a writing activity. It can be concluded that students can write the idea quickly through the help of the property in prepare teachers and develop into. From the papers that they can also make the artwork for can be enjoyed by everyone with how to publish it through a magazine the wall of the school. In SMA.N.1 Kec. Lareh Sago Halaban researchers see the problem while teaching English during practice, students' difficulties learning English, especially in writing. First, the students are too afraid to write because they do not know the will to write. Second, they lack vocabularies in English to arrange the sentences they want to write in English. Third, the students also have grammatical Errors because they do not know how to make sentences correctly. In solving the problems above, teachers should use any method in teaching.

Based on the problems above, teachers need to guide the students to understand the importance of writing. Therefore, the teacher should develop an appropriate method to make students better in writing. So, the student interest in writing. Many ways can be used to teaching writing, but the researcher is interested in using the effect of project-based learning (PBL) in writing skills to improve student ability. According to Thomas (2000), Project-based learning (PBL) is a model that organizes learning around projects. So, the learning model is in the form of a project involving students in work, and students participate in taking on a theme of a project.

Based on the explanation above, project-based learning is a project-based method that can improve students writing ability in the development of a project. The Procedures of Project Based Learning (PBL) Method in Teaching writing. According to Abubakar (2015). They are, a) speculation, in which teachers provide the choice of project topics initially based on curriculum and discuss them with the students; b) designing the project activities, referring to organizing the structure of a project activity that includes group

formation, role assigning, concerning methodology decision, information source, etc.; c) conducting the project activities, in which the students work what had been planned and designed in the previous stage; d) evaluation is the assessment of activities from the participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products.”

Stix (2006) PBL Method has several procedures are, a) the teacher-coach sets the stage for students with real-life samples of the projects they will be doing; b) students take on the role of project designers, possibly establishing a forum for display or competition; c) students discuss and accumulate the background information needed for their designs; d) the teacher-coach and students negotiate the criteria for evaluating the projects; e) students accumulate the materials necessary for the project; f) students create their projects; g) students prepare to present their projects; h) students present their projects. Students reflect on the process and evaluate the projects based on the criteria established in Step 4. Based on the procedures PBL in that given by two experts, the researcher will use the procedures from Abubakar (2015) because the systems are more readily applicable in the teaching-learning process and more suitable for using writing by using PBL.

RESEARCH METHOD

The design of the research was experimental research. In the study, the researcher wants to know whether there was the effectiveness of teaching writing by using Project Based Learning (PBL) Method at first grader of SMA.N.1 Kec.Lareh Sago Halaban in the 2017/2018 academic year. In this research, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. Then, the researcher used a post-test-only control design. The researcher did not know the pre-test for both classes before, but the researcher only gave post-tests at the end of the meeting.

The population of this research was the first Grader of SMA.N.1 Kec. Lareh Sago Halaban in 2017/2018 Academic Year. There were Four classes of first-grader of SMA.N.1 Kec. Lareh Sago Halaban. The total number of students in SMA.N.1 Kec.Lareh Sago Halaban were 123 students. The researcher used the Bartlett test to know the homogeneity of the students.

In choosing the sample, the research writes the name of the class with a piece of paper X IPA 1, X IPA 2, X IPA 3, and X IPA 4. Then, the researcher rolled the paper into the bowl and mixed it. Next, the researchers chose class selection, used both hands, and took the form in turn. The right hand was X IPA 2 experimental class. Then, the left hand was X IPA 4 control class.

This research instrument was a writing test. The writing test conducted to identify the students in writing skill. The researcher gave some topics, and then the researcher asked the students to choose one topic. The students were asked to write their paragraph in length in 60 minutes. The instrument was valid because the students had learned the material, which existed in the syllabus and curriculum. It meant it had content validity. The instrument was reliable because the researcher used inter-rater. It used two scorers to give the students writing scores. The first scorer was the English teacher in SMA.N.1 Kec. Lareh Sago Halaban and scorer was the researcher. In the analysis, the result of the reliability of the experimental class was 0,31, and the control class was 0,27. It meant coefficient correlation about the score had a moderate positive association. So the test was reliable.

The researcher did a post-test the student's writing was scored, the score test was focused on Grammar, Vocabulary, Mechanics, Fluency, and Form, because the teacher used five above in assessing writing in English lesson in senior high school rate it. The researcher got the final score by adding the score from the first scorer and second scorer and divided by two as follow the formulated by Sudjono (2009). The researcher gets the student's scores, and the data would be analyzed using a normality test. The test is used to see whether the distribution of the scorers is normality or not. In analyzing the data, the researcher used a formula t-test to say whether there was a significant effect between study teaching writing by using Project Based Learning Method.

FINDING

After analyzing the data, the researcher describes the result of the study about teaching writing by Project Based Learning (PBL) Method at first grader of SMA.N.1 Kec. Lareh Sago Halaban 2017/2018 academic year. The researcher used two classes as the sample and the experimental class was X IPA 2, and the control class was X IPA 4. The practical class was taught using the PBL method, and a conventional way taught the control class.

There were 31 students in the experimental class and 31 students in the control class when the researcher taught. The data of this research was taken from a writing test given at the end of the study. The purpose of the writing test was to see achievement in writing skills. Then it was analyzed by using a t-test. The calculation result of the t-test was presented in the following table 1.

Table. 1
The Result of the Students' Post-Test Calculation

	Experimental Class	Control Class
Total Score	2300,07	2340,09
X (Mean score)	74,20	75,49
N (Number of students)	31	31
SS (Sum Square)	782,57	1156,13
Normality Test	0,1268	0,1485
T-Calculated	-0,93	
T-Table	2,000	
Level of Significance (a)	0,05	
Df (Degree of Freedom)	31+31-20=60	

DISCUSSION

Based on table 1, it was explained that meant post-test score of the experimental class was 74,20 and the control class was 75,49. Then, t-calculated of the data both of the course was -0,93 and with the significant level 5%, with df (degree of freedom) was 60 and t-table was 2,000. It meant that there was no significant effect on the first grader students at SMA N 1 Kec. Lareh Sago Halaban in 2017/2018 Academic Year.

The researcher taught for eight meetings and did the post-test for both experimental and control classes, and the researcher found that t-calculated was smaller than t-table. Then, the method was not effective. Teaching writing by PBL method was not effective in first grader students at SMA N 1 Kec. Lareh Sago Halaban in 2017/2018 Academic Year. For more explanation, the results are, a) the result of the normality test for the experimental class was 0,1268. It ,means the test was normal, where $L_{max} <$

$L_{table}=0,1610$, and for control class was $0,1485$, it means that the test was normal, where $L_{max} < L_{table}=0,1610$; b) total score of post-test in experimental class was $2300,07$ and the sum square was $782,57$. Then, the total post-test score in the control class was $2340,09$, and the sum square was $1156,13$. The mean score in experimental class was $74,20$ and in the control class was $75,49$; c) t-calculated was $-0,93$; d) t-table was $2,000$ with $df=60$ and (a) $0,05$; e) From the calculation above, gotten that the t-calculated was $-0,93$ and t-table was $2,000$. Then, t-calculated was small than t-table. It meant the PBL method was ineffective in teaching writing in first grader students at SMA N 1 Kec. Lareh Sago Halaban in 2017/2018 Academic Year.

There was no significant effect teaching writing using the Project Based Learning (PBL) Method at first grader of SMA N 1 Kec. Lareh Sago Halaban in 2017/2018 Academic Year. Manzies (2011) states that Project-Based Learning (PBL) is a pedagogical approach that seeks to provide Year 7 pupils with independent and group learning skills to meet both the needs of the Year 7 curriculum and support their learning in future stages of their education. This method brings the concept of self-learning students in learning and uses groups within the students' learning skills.

The finding of this research shows that the PBL method was not effective in teaching writing. Some factors could be assumed as the cause of this result. Some factors mean the experimental score class was more petite than the control class. This method did not run well, and this phenomenon was probably caused by some factors such as the students less interested in learning English and the students bored with the method used by the researcher. Another factor because students need more concentration to make an idea in the making writing in this method.

The last students were to be less able to the ideas that they had for achievement in the methods that research her applied. The students thought-thought the English lesson was hard because English was a foreign language and not their mother tongue. Because of that, the students thought English was a difficult lesson to understand. Students, sometimes sluggish to respond to the address or gave some respon from the material that the researcher gave. Probably, some problems also came from the researcher. The researcher probably could not manage and control the class because the students were noisy when the researcher taught, and less relationship between the researcher and students. So, the researcher did not get a good response from the student, and sometimes they do severe not to answer the researcher's question.

Then, the finding of this research showed that the school could not support the method in a maximum way. Also, this research has been done carefully, and there was still some limitation. First, the researcher could not control the student's activity maximally because the students think the researcher was not their teacher at school, so they could not easily manage them. Sometimes students made learning conditions far away from the target of lesson plans had been set. During the lesson, the students did not focus on learning because the researcher's study was not related to grades.

CONCLUSION

It could be concluded that there was not a significant effect of teaching writing by using the PBL method in first grader students at SMA N 1 Kec. Lareh Sago Halaban in 2017/2018 Academic Year.

SUGGESTION

Based on the conclusion above, the researcher would like to offer some suggestions. First, the students should learn grammar from the book or from another source to support their knowledge. Then, the students also have to focus on English learning activities to develop their idea in writing. The students should have good motivation to be more creative in their English learning, especially in a writing activity. Second, the teacher should have many teaching methods to make some ways suitable in teaching writing, and the teacher to have creative to improve the students writing skill in the class because the enjoyable activity could make the students more had motivation in learning and could find their ideas primarily in a writing activity. Third, this research was not perfect yet. It was also suggested for the subsequent researchers to study this research again to apply the PBL method in teaching English learning.

REFERENCES

- Abubakar, M. S. (2015). Improving the Second Year Students Speaking Ability Through Project Based Learning. *ETERNAL*, 1(2), 216-228. <https://doi.org/10.24252/Eternal.V12.2015.A5>
- Hasibuan, P. (2016). Meningkatkan Kemampuan Bahasa Inggris Siswa dalam Menulis Kalimat Informatif melalui Model Pembelajaran W2c pada SMA Negeri 2 Rambah Hilir Kabupaten Rokan Hulu. *Jurnal Ilmiah Edu Research*, 5(1), 41-48. <https://media.neliti.com/media/publications/60669-ID-meningkatkan-kemampuan-bahasa-inggris-si.pdf>
- Mahler, B., & Casswel, R. (2004). *Strategy for Teaching Writing*. Virginia: Association for Supervision and Curriculum Development
- Manzies, V., Catherine, H., Dimitra, K., Clare, C., & Andy, W. (2011). *Project Based Learning: Evaluation Report and Executive Summary*. Inggris: Durham University
- Nunan, D. (2005). *Practical English Language Teaching*. New York: Cambridge University Press
- Stix, A., & Hrbek, F. (2006). *Teachers as Classroom Coaches: How to Motivate Students*. United States of America: Across the Content Area
- Sudijono, A. (2009). *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Pers
- Thomas, J. W. (2000). *A Review of Research on Project Based Learning*. California: The Autodesk Foundation